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ABSTRACT

In spring 1985, Morton College's (MC's) counseling staff instituted a student development model for academic advising to encourage students to assume greater responsibility in planning their educational and career goals. During their first academic advising appointment: (1) new students are made aware of the importance of their commitment to their educational goals and of existing course and program requirements; (2) career and life goals are discussed in relation to the students' chosen field; (3) students needing help in identifying goals are referred to the Career Search Program and encouraged to begin career counseling; (4) students are introduced to helpful MC resources, such as the counseling and academic skills centers; and (5) specific recommendations for success are offered by counselors or advisors. After the first advising session, students are encouraged to take responsibility for selecting and registering for their own courses, though assistance is available for students who still need help in planning their program to meet college and career requirements. The advising model also makes provisions for alerting students who are not making satisfactory academic progress in their courses. The advising system could be adopted by any community college with little additional budgeting. Exhibits include informational materials given to students as part of the advising process and the program advisement survey. (AJL)

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A STUDENT DEVELOPMENT MODEL FOR ACADEMIC ADVISING

by

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September 1988

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I. Institutional Description

Morton College is a public two-year comprehensive community college dedicated to developing individuals to live and work as better informed citizens in a dynamic society. Its faculty, administration and students are committed to the formulation of educational processes corresponding to each individual's cultural and occupational needs. These educational processes emphasize the maintenance of personal freedoms which include individual rights and responsibilities, the preservation of our democratic way of life and the improvement of our social, economic and political order.

As a comprehensive institution, Morton College offers a variety of educational programs designed to meet the diversity of interests and abilities of its students. Central to all of these programs and vital to the realization of their educational aims is a strong counseling service. For those qualified to profit from any of the educational programs offered, Morton College provides the following: University Transfer Programs; Career Programs; a Liberal Studies Program; a Continuing Education Program; and a Community Service Program.

II. The Goals and Objectives of the Student Development Model for Academic Advising

The major functions of the Student Development Academic Advisement program are: 1) helping students plan educational

programs that are consistent with their abilities and interests, 2) alerting students who are experiencing difficulties in their courses and bringing them in contact with appropriate institutional resources, 3) providing students with continuous up-to-date information on the progress they are making toward completing the requirements of a specific program of study and 4) providing baccalaureate-oriented students with transfer information.

III. Program Development

In the spring of 1985, the Morton College Counseling Staff instituted the Student Development Model for Academic Advising. This model encourages students to develop greater responsibility for their planning of both educational and career goals. The ground work for the students' "developmental role" is laid during their first appointment. (See exhibits 1-4)

A. The New Student

For most students at Morton College their initial experience on campus is with a member of the Counseling Center Staff during an academic advisement appointment. One of the purposes of this initial academic advising appointment is to give to new students an experience that will make them feel good about beginning their academic career at Morton College. Hopefully, this experience will help students to perceive accurately what is necessary for them to succeed with their educational and career goals.

Academic advising within the framework of our Student Development Model encourages students to develop greater responsibility for their planning of both educational and career goals. Groundwork for students' "developmental role" is laid during their first appointment.

1. Students are made aware of the importance of their commitment to their educational goals.
   A. Prepare for classes
   B. Attend classes
   C. Study for examinations
   D. Use appropriate Morton College resources
   E. Take responsibility for their decisions
2. Students are made aware of course and program requirements, other graduation requirements, etc.
3. Career and life goals are discussed in relationship to their chosen field of study.
4. Students needing help in identifying goals are introduced to our Career Search program and are encouraged to begin career counseling with one of our counselors.
5. Students are introduced to all Morton College resources (Counseling Center, Academic Skills Center, faculty assistance, etc.) that can be valuable to them in meeting with success.
6. Some new students are given an "RX for College Success." These are specific recommendations the counselor or

advisor feels the student should heed in order to be successful at the college level.

Ex.: Low reading scores on placement test (RX - a reading improvement course given by the Academic Skills Center)

B. Continuing Students

Reality dictates that not all students are at the same place at the same time in their "developmental roles." Continuing students who are successful and understand the academic process as it applies to their educational goals will select their courses each semester and register. Students needing help in planning their program to meet college and career requirements are encouraged to make an appointment with a member of the Counseling Center Staff for this assistance.

C. Academic Alert (See exhibits #6 - 9)

Students not making satisfactory academic progress are encouraged to seek help from appropriate Morton College resources--Counseling Center, Academic Skills Center, instructors, etc. Essential to helping students develop or succeed in college is the early identification of students not making satisfactory progress in their courses. All phases of our Academic Alert System are aimed at zeroing in on academic problems as soon as possible.

Situation	Time	Disposition
Placement Testing (English & Math)	Prior to first registration	Remedial placement Reading Improvement, Study Skills, etc.
Initial advising-appointment	Prior to first registration	Educational Planning Shaw Test Developmental/Remedial courses
Student (Self-referral)	Anytime	Counselor recommendation Ex.: Test Anxiety Counseling
Dropping a course	Prior to last two weeks of semester	Counselor recommendation Ex.: Conference with instructor
Academic alert notice to counselor from instructor	Anytime	Counselor/instructor recommendation Ex.: Student to begin individual counseling
Low GPA/academic warning or probation	End of semester	Letter to student from counselor requesting appointment
Administrative withdrawal	When student is excessively absent	Letter to student suggesting counseling appointment

D. Considerations

Essential to any good academic advising program is administrative support that reflects a knowledgeable and understanding attitude committed to the academic advising process as an integral service of the institution to the community and its students.

During the Fall semester of 1984, the Student Development Model was presented to the Board of Trustees and the administration.

In addition to supporting documentation from counseling research and literature, the counselors presented the following rationale:

1) Many Morton College students are capable of selecting their own classes (i.e., the working adult whose company sends him/her to school to take a course in accounting).
2) Many career programs are highly structured with very little choice for course alternatives or electives (i.e. Nursing).
3) Students are handicapped when transferring if they are not encouraged to take responsibility for self-advising (i.e. student calls Morton College counselor to ask what courses he/she should take at _____ University).

In other words, the current mandatory advising system did not encourage growth, but rather dependency. The counselors recommended to the Board that they accept the developmental model that would promote independence, that would provide opportunities for students to become more responsible for their own career/educational decision-making.

IV. Evaluation Design

As stated, ground work for the student's developmental role is laid during the initial academic advising appointment.

Specifically, in relation to developing his/her schedule, it

is important that a student understand the following:

1. Name of his/her program
2. Program requirements
3. Semester hours needed for his/her degree or certificate
4. Grade point average needed to graduate
5. Difference between full-time and part-time enrollment
6. General education requirements
7. Prerequisites for courses in his/her program
8. Electives

These areas were addressed in the initial advising appointment, and a survey questionnaire (see exhibit #10) was administered to evaluate the student's understanding as well as his/her readiness for preparing his/her class schedule.

The format for the evaluation was:

All students in a degree or certificate program admitted to Morton College for 1985 Fall Semester were given a Program Advisement Survey before their first advising session. These students were also given a Program Advisement Survey immediately after the session. The number of correct responses on the survey at times 1 and 2 were recorded.

V. Results

An important feature of the Student Development Model was the articulation of a process to be used to acquaint new students with basic academic information and the specific requirements of their chosen program. In order to determine whether this process

was successful, students were to be tested just before and after their initial advising session.

Data collected through the middle of summer suggested that new students were acquiring a knowledge of basic academic procedures and information about their particular program as a result of academic advising. More specifically, 134 students completed the 10 item instrument used by the Counseling Center to assess the effectiveness of its summer academic advising program. The pre-advising mean score of these students is 5.4 (SD = 2.3), their post-advising mean score is 7.7 (SD = 1.8). The results of a t-test (dependent groups) indicate that the difference between these two means is significant (t = 14.07, p .01).

As expected, the variance of scores on the pre-advising test greater than the variance after advising has occurred. That is, as a group, new students appear to be more homogeneous after advising than before with regard to their knowledge of basic academic procedures and specific program requirements.

Of course, one could argue that the improvement in scores observed in this study is simply the result of students having taken the same test a second time. From a research perspective, this argument is cogent. However, from a less rigid point of view, because students are unaware of the correct items on the test until after they have been advised, it is unlikely that their improvement is due to prior exposure to the test.

VI. Versatility and Adaptability

As we know, academic advising is a service to students--a process and not an event. Further, the counselor is serving as a coordinator of a student's educational experiences though he/she encourages the student to seek help from instructors and to view all faculty and staff as potential resources for educational and career information. To this end, all continuing students may choose self-advising and select their own program of study or review their program with the assistance of the counselor.

The Student Development Model for Advisement at Morton College undoubtedly contains those elements found in most community college counseling centers throughout the country. For many years the component parts existed without a systematized approach to the delivery of services. As was stated earlier, 1984 became an important year--the advising system was thoroughly reviewed, revised and organized. The Flow Chart, exhibit #5, indicates the flow of the students life at Morton College from the time the application for admission is received until the person graduates and then participates in the follow-up research study.

The entire system could by adopted by any community college with little additional budgeting. Expenditures for placement testing, academic alert letters, new student orientation materials, etc. were already allocated under the old system.

The program was a re-alignment of services rather than costs

for staffing, equipment, or materials. For example, placement testing was reorganized into a more efficient schedule for both counselors and clerical support staff. Program worksheets and transfer guides were developed for student use. Inservice seminars were conducted for counseling staff. Finally, the program was presented to the Board and appropriate administrators for institutional approval. Three years later they continue to be enthusiastically supportive of it.

In conclusion, the Student Development Academic Advising Model is quite workable, inexpensive, and easily adapted to any community college advising program.

EXHIBIT #1

MORTON COLLEGE 3801 S. CENTRAL AVE. • CICERO, IL 60650 • 312/656-8000

Dear Student,

Welcome to Morton College. This day is a very important one in your life as you have made a decision to attend college and grow.

As a student, specifically, you have the opportunity to attend classes, study, develop an open attitude, exercise self-discipline and be responsible for the planning and developing of your educational and career goals.

Enclosed are materials that you will find useful as you plan your educational program at Morton College. These are important to maintain and keep up to date as they will be used in planning your courses in subsequent semesters. In other words, KEEP THESE MATERIALS HANDY.

These materials include:

1. Class Schedule
2. Program Worksheet
3. Schedule Worksheet
4. How to Schedule Your Classes
5. Registration Form
6. College Catalog
7. Glossary of College Terms

While you are waiting to consult with your counselor, read How To Schedule Your Classes. Try to follow the steps indicated. Make a list of questions to ask your counselor.

It is fortunate that the outcome of college life rests upon you. It means your life is in your hands. You need not trust in luck; nor even in other people's generosity, skill, and wisdom. They do not determine whether you become highly educated nor what sort of life you have. You do.

Your Counselors

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EXHIBIT #1A

MORTON COLLEGE 3801 S. CENIRAL AVE. • CICERO, IL 60650 • 312/656-8000

Dear Student,

Welcome to Morton College! The counseling staff wishes to invite you to our "Early-Bird" advising and registration program. Because you have applied early we are reserving a special time for you to complete all the necessary steps for your fall registration.

Taking advantage of the "Early-Bird" program allows you to register months in advance of the fall semester which begins on August 22, 1988. This also increases your opportunity to receive the best possible class schedule.

Placement tests in English and mathematics are required for all students planning to enroll in any college level English or mathematics course. Total testing time will be approximately 60 minutes.

The first step in completing your fall registration is to call the Counseling Center to make an appointment for one of the following:

1. Placement testing in English or mathematics (Room 203-C). When you complete the placement tests, you will be given an appointment date for academic advising. The following dates and times have been reserved for placement testing:

Saturday	April 30	10:00 A.M. and 1:00 P.M.
Monday	May 2	6:30 P.M.
Tuesday	May 3	6:30 P.M.
Wednesday	May 4	6:30 P.M.

May 23rd through June 14th

Tuesday and Wednesday evenings 6:30 P.M.
Monday and Thursday 10:00 A.M. and 1:00 P.M.

2. Students not planning to take an English or math course may call the Counseling Center for an academic advising appointment. Appointments for new students will begin on May 23.

During your academic advising appointment, you will have an opportunity to discuss some of your personal goals, life and career plans, as well as your educational program at Morton College. A class schedule for your first semester will then be completed. Immediately following your appointment, you will go to the Office of Admissions and Records to register for your fall courses. All students who register in person through July 21st will be billed with payment due by August 3rd.

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Charles P. Ferro, Executive Dean of the College

If you have any questions concerning the above procedures or want to call the Counseling Center for a counseling, advising, or testing appointment, our number is 656-8000, Ext. 250. The Counseling Center is located in Room 203-C.

Attached is a handout entitled "You and Morton College". Please read and think about it. There is a lot of good information and advice for any new college student.

We are looking forward to meeting you and hope our academic programs and student services will be of help to you as you fulfill your educational goals.

Sincerely,

Morton College Counseling Staff

RW/mlc

Enclosure

EXHIBIT #2

YOU AND MORTON COLLEGE

Morton College is more than just another educational experience for you. It is a new way of life - a career for the next year or two or more. Perhaps in the past, going to school was required of you. Continuing your education now is your choice.

You will also be making choices that will determine how successful you will be with this experience. What does it take to succeed in college? Look at the following list and determine for yourself what is going to be important for your success.

1. Knowing why you are here - or what to expect from your education.
2. Being knowledgeable about college - (rules, policies, requirements, etc.).
3. Examining and assessing yourself as a person, who are you and what do you want out of life?
4. Developing long-range goals, and making up a day-by-day plan of action to meet these goals.
5. Being in charge of yourself (you are responsible for your successes and failures). It's your life, be ready to take the praise or blame for what happens to it.
6. Having some degree of DETERMINATION and PERSEVERANCE - you don't have to be a genius to succeed - but you do have to apply yourself - you have to study and above all, KEEP ON TRYING.
7. Using appropriate college resources. You can get help from:
   INSTRUCTORS
   COUNSELING STAFF
   LEARNING RESOURCE CENTER (LIBRARY)
   ACADEMIC SKILLS CENTER
8. Organizing your time wisely - establishing priorities that make sense to you. How are you going to manage the following:
   1. going to class
   2. study time
   3. part or full-time work
   4. recreation
   5. family time
   6. friends

STOP:

If any of the above statements give you cause for concern, or a desire to explore further, you may need a sounding board - someone to listen to you express your concerns or help you to focus your ideas. Make an appointment with one of our professional counselors - Room 203C, 656-8000, Ext. 250.

Morton College is an adult community experience. This means you will have the freedom and responsibility to become what you are capable of becoming. The responsible student will use his college experience for personal growth as well as personal gain.

The college fulfills its obligation to you by providing well-equipped facilities, competent and concerned faculty and staff and a variety of supportive services. As a student, you have an obligation to attend classes, study, develop your personal best, and be responsible for your educational goals.

Your college experience will primarily be an academic one but this doesn't mean that your learning and growth as a person stops once you are outside the classroom. You are in the process of developing life goals. This happens when you:

Become involved in activities that are interesting and important to you.
Discover human relationships from an adult perspective - sharing your ideas and feelings with others.
Develop your P. Q., potential quotient, giving and getting the most out of your life.

EXHIBIT #3

HOW TO SCHEDULE YOUR CLASSES

☐ 1. Determine what program you want to follow; i.e., "Data Processing," "Engineering," etc.

A. If you don't know what your career/educational goals are at this time you may choose to take a general program such as "Liberal Arts & Science" or discuss this with an advisor.

B. If you know what career/educational goal you want, but don't know what program it fits into, consult the college catalog or an advisor.

☐ 2. Turn to the page in the college catalog that describes your program, or use the appropriate program worksheet.

A. Look at the classes required for the semester.

B. Determine how many classes or credit hours you want to take. Here are some guidelines:

1. Five classes (15 credit hours) or more, if you will be able to devote most or all of your time to school, have good study skills, and are planning to graduate in exactly 2 years (4 semesters).
2. About three or four classes (9 to 12 credit hours), if you will be working part-time. A job committment or family responsibilities take away from the time you have available to devote to attending to class and studying.
3. From one to two classes (3 to 6 credit hours), if you will be working full-time or have other demanding committments.

☐ 3. Select the classes you need to take this semester. Course descriptions, as well as prerequisites, are located in the back of the college catalog (prerequisites are courses or levels of competence required to take the course; for example, Typing I (SEC 101) is a prerequisite to Typing II (SEC 102).

A. Choose your program requirements first. These classes that may be introductory courses, like PSY 101 - "Introduction to Psychology," or courses that must be taken in sequence, like ENG 101, "Rhetoric I" and ENG 102, "Rhetoric II."

B. Next, choose the general education classes as indicated on the program worksheet or in the college catalog. Some courses required for a program will also satisfy the general education requirements for your degree. (These courses are starred with an asterisk.*)

C. If indicated on the program worksheet or in the college catalog, choose an elective. An elective is a 100 or 200 level course that may be selected based on your interests.

☐ 4. Look up each of the courses you have selected in the class schedule or IBM printout to determine what time the courses are offered.

A. Check the "Closed Classes List" to see if any of the class times you want are filled or closed.

B. On your schedule worksheet, indicate what time you want to take the classes. For example:

Course Number	Title	Time	Days	Credit
ENG 101 BX	Rhetoric I	8:00- 8:50A	MWF	3
ENG 101 BY	Rhetoric I	8:00- 8:50A	TTHF	3
ENG 101 EX	Rhetoric I	11:00-11:50A	TTHF	3
ENG 101 12	Rhetoric I	6:30- 7:45 P	MW	3

C. Write the entire class number in the time blocks. For example:

STARTING TIME	MON.	TUES.	WED.	THUR.	FRI.	SAT.	SUN.
7:00 AM							
8:00 AM	ENG		101		BX		
9:00 AM							
10:00 AM							

☐ 5. When you have completed your schedule worksheet, transfer this information onto your registration form. For example:

REGISTRATION FORM

ENG 101 BX Rhetoric I 3

☐ 6. Proceed to the Office of Admissions and Records (113B) and complete the registration process at the time indicated.

CONGRATULATIONS! YOU'VE REGISTERED FOR CLASSES. HAVE A SUCCESSFUL SEMESTER!

Your Counselors

EXHIBIT #4

GLOSSARY OF COLLEGE TERMS

Reading the terminology needed to understand college life sometimes resembles picking your way through a mine field. So, keeping in mind that forewarned is forearmed, the following glossary of college terms is presented.

ADVISER Person who advises students in terms of their programs, courses, and class schedule.

ASSOCIATE DEGREE Two-year degree from an accredited college or university.

AUDIT "Sitting in" on a class normally offered for credit. Student generally pays the regular fees for the class and is expected to do the work, but no college credit is received for the class.

COLLEGE CATALOG The college publication which lists general campus information, classes, and requirements for completion of courses of study in each specific area.

CLASS SCHEDULE Booklet listing proposed classes for each quarter or semester, showing days, times, rooms, and names of professors.

CLEP Credit for Life Experiences. Method by which college credit can be earned for knowledge already possessed by the student.

COUNSELOR Person who helps student with personal problems and with educational and career planning.

CREDIT-BY-EXAM Method of obtaining college credit for a specific class by taking a proficiency examination.

CREDIT-HOUR Numerical value assigned to each college or university class, depending on the amount of material covered. A class earning 3 credit-hours for a semester will normally meet approximately 3 hours per week for the duration of the semester.

DROP AND ADD Time set aside after classes have begun during which students may add or delete a class or classes from their schedule without penalty. There is a $1.00 fee for this service. The forms for this process are available in the Counseling Center.

ELECTIVE Class not specifically required in the student's course of study. May be chosen by the student on the basis of interest.

FULL-TIME STUDENT Student taking 12 or more hours of college credit in a given semester.

GRADE POINT AVERAGE Cumulative numerical value of grades earned by student. Determined by dividing total points by the total number of credit-hours attempted.

INCOMPLETE Letter "I" awarded by instructor at the conclusion of a class which indicates that the student has not completed the required work. Grade may be changed to standard letter grade upon completion of the work, usually within a specified time limit.

PART-TIME STUDENT Taking less than 12 hours of college credit (1-11) in a given semester.

PREREQUISITE Course required to have been successfully completed prior to the enrollment in another class.

PROGRAM Term used to identify major area of study, i.e. Nursing, Education, etc.

REGISTRATION The process of enrolling in one or more classes for a semester.

SEMESTER Time schedule in which new classes are begun two times during the academic year, Fall semester August to December, Spring semester January to May, each semester being approximately 16 weeks in duration.

SEMESTER-HOUR Term for credit-hour because the college operates on the semester system. (see SEMESTER)

SYLLABUS Course outline or proposed materials to be covered in the duration of a specific class. (Should be gotten from teacher on first day of class.)

TRANSCRIPT The official record of all grades from a particular college or university. Cumulative record of coursework which is updated at the end of each semester. This is kept in the Office of Admission and Records.

TRANSFER Process by which a student enters a college or university after having been enrolled at another college or university.

TUITION Amount of money charged for classes, usually per semester hour.

WITHDRAWAL Letter "W" recorded when a student voluntarily drops out of a specific class within a prescribed time limit, at Morton College this limit is 2 weeks prior to the last day of classes in the semester. A small fee of $1.00 is charged for the service (see DROP AND ADD).

EXHIBIT #4A

RX FOR COLLEGE SUCCESS

PRESENTING SYMPTOMS	PRESCRIPTION
1. Can't identify appropriate program	1. Refer to counselor for educational planning
2. Can't identify career goals	2. Recommend Career Search workshop
3. Can't identify transfer schools	3. Refer to counselor for educational planning
4. Lacks reading skills (below 10th grade)	4. Refer to counselor Refer to ASC Select combination of courses appropriate to reading ability
5. Poor study habits	5. Recommend study skills course
6. Low High School grades	6. Recommend study skills course Refer to ASC Refer to counselor
7. Personal/Family Concerns	7. Refer to a counselor Suggest appropriate workshop
8. Needs a job	8. Refer to Placement Center Refer to Financial Aids Office Refer to counselor for vocational testing, resume writing, and interviewing
9. Wants Credential Evaluation	9. Refer to Dean of Transfer Studies
10. Wants to proficiency general education courses	10. Explain CLEP Refer to Dean of Transfer Studies
11. Wants to proficiency program courses other than general education requirements	11. Explain requirements and conditions of proficiency Refer to Dean of Transfer Studies
12. Needs High School Diploma	12. Refer to ASC; Explain GED
13. Can't speak English or speaks English poorly	13. Explain ESL; Refer to ASC
14. Poor Math skills (Lower than MAT 101)	14. Refer to ASC
15. Needs Financial Aid	115. Refer to Financial Aid Office
16. Veterans Needs	16. Identify program Select courses which give 6, 9, 12 credit hours if student wants to use benefits Verify V.A. enrollment Refer to Financial Aid

EXHIBIT #5

STUDENT DEVELOPMENT MODEL FOR ACADEMIC ADVISING

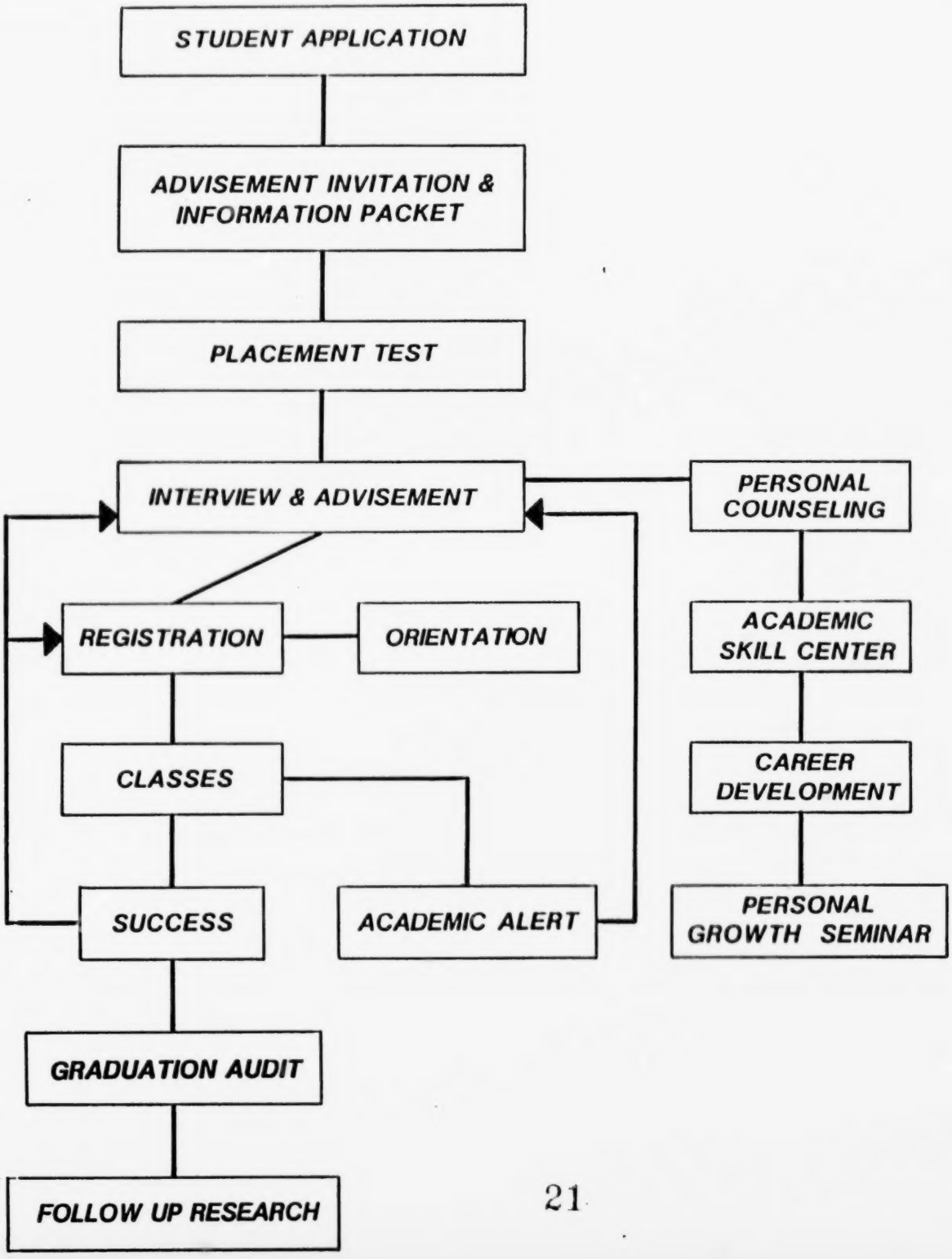

EXHIBIT #6

To: Teaching Faculty

From: Counseling Center Staff

Date: March 9, 1988

Subject: Academic Alert and Academic Advising

Memo

Academic Alert

As the mid-term point of this semester approaches you may have identified some students experiencing academic difficulty. The Morton College Counseling Center offers several services that may be helpful for these students. These services include:

Academic Advising
Educational Planning
Career Counseling
Personal Counseling

Managing time, taking tests, coping with stress, and maintaining relationships are some of the issues students may need to discuss with a counselor.

Attached to this memo are several academic alert notices. They are to be used as part of our academic alert system which identifies students having academic difficulty and encourages them to seek help for their problems. When appropriate, please use these notices as referrals to the Counseling staff. More notices can be obtained from the Counseling Center secretary.

Academic Advising

We will soon be advising students for the fall, 1988 semester. This would be a good time for us to get together to exchange ideas and for the counselors to learn about anything new concerning your courses and programs. Counseling staff meetings are held on Friday afternoons starting at 1:30 P.M. If you would like to share any information with us, please notify Counseling staff secretary. If you cannot attend any of our meetings send us any information you think would be valuable in advising students.

EXHIBIT #7

MORTON COLLEGE

ACADEMIC ALERT NOTICE

FROM:

TO: COUNSELING CENTER STAFF

DATE:

STUDENT: _____ COURSE _____

Please describe the nature of the difficulty including the student's attitude, attendance, effort, etc. Do you have any recommendations? A member of the Counseling staff will contact you to discuss this situation.

EXHIBIT #8

MORTON COLLEGE 3801 S. CENIRAL AVE. • CICERO, IL 60650 • 312/656-8000

Dear Student:

Your grade point average for the fall 19 semester fell below 2.00 or a "C" average. The counselors at Morton College are concerned about your academic progress and would like to know if we can be of any help.

At this time, as you begin the Spring semester, you may find it useful to discuss your academic or personal concerns with one of our professional counselors.

If you wish to take advantage of the services offered by our Counseling Center, call 656-8000, ext. 250, or stop by the center (203C), to schedule an appointment.

Sincerely,

The Morton College Counseling Staff

RW/mlc

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Charles P. Ferro Executive Director of Morton College

EXHIBIT #9

MORTON COLLEGE

3801 SOUTH CENTRAL AVE • CICERO, IL 60650 • 312/656-8000

ACCREDITED BY THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS

Dear

Please call the Counseling Center to make an appointment with me to discuss your academic progress and to review your educational objectives.

I am concerned about you at this time because your instructor _____ has indicated that you are experiencing difficulty in _____. I would like to discuss this with you as soon as possible.

Thank You,

Counselor
Counseling Center, Room 203C
656-8000, Ext. 250

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EXHIBIT #10

PROGRAM ADVISEMENT SURVEY

Using your Morton College Catalog and other advising resources, please answer the following questions:

1. _____ What is the name of your program?

2. _____ Identify one of your program requirements?

3. _____ What is the prerequisite for Psychology 210, Child Growth and Development?

4. _____ The minimum number of semester hours for graduation with an Associate Degree is:
   a. 58
   b. 60
   c. 62
   d. None of the above

5. _____ The minimum cumulative grade point average for graduation with an Associate Degree is:
   a. B average
   b. C average
   c. D average
   d. None of the above

6. _____ The minimum number of semester hours needed to be considered a full-time student is:
   a. 6 semester hours
   b. 9 semester hours
   c. 12 semester hours
   d. None of the above

7. _____ An elective is:
   a. A program requirement
   b. Any course you would like to take that meets your degree requirements
   c. Any course you would like to take
   d. All of the above

List two courses which satisfy the general education requirements for social/behavioral science.

8. _____

9. _____

10. List one general education requirement for humanities _____

11. I feel confident in planning my own class schedule.

Strongly Agree	Moderately Agree	Agree	Moderately Disagree	Strongly Disagree
1	2	3	4	5

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